STUDENT/TEACHING WEEKLY JOURNAL

Joe Bustillos
JOURNAL DATE: February 13, 1994
SCHOOL: University Park, Irvine
MASTER TEACHER: Carolyn Farkas
WEEK NUMBER: 1

1. What I've learned about myself:

It is an art to be firm but nurturing. I know I have to work at being more firm, just based on my own assessment of my personality. This is something that I have to work on.

2. What I've learned about the students:

The students will live up to or down to your expectations. Also, it is helpful to have expectations which are consistent with "normal" childhood behavior (eg., not expecting children to sit still for "extended periods" with little or no instructions). This is not really new information--just confirmed by this week's experiences.

3. What I've learned about teaching:

In this particular environment (team-teaching), it's real important to have good communications skills, to be flexible, and to aware of where your partner might be heading. often the teaching profession is portrayed as a one-person operation (you know the lone teacher versus the thirty-students). But this past week I've seen that it is hardly a one person operation (where would we be without the help of the adult volunteers and instructional aides?).

4. I feel good about:

I feel good about making my first contact with the students. Just getting to know their names and faces is fun and a challenge.

5. I'm frustrated by:

I'm frustrated that I have to sit on my hands and observe when I want to be up and "doing." Alas, I know my time will come . . . it's just so frustrating.

6. I'm going to work on:

Getting more "involved" in the planning part of the day. I'm looking forward to doing the sharing/reading sessions next week.

7. Questions I have:

None yet.

STUDENT/TEACHING WEEKLY JOURNAL

Joe Bustillos **February 22, 1994**
SCHOOL: University Park, Irvine
MASTER TEACHER: Carolyn Farkas
WEEK NUMBER: TWO

1. What I've learned about myself:

I'm learning that I'm able to "Do it"---that I'm able to do the business of being the teacher in the classroom. I've had several opportunities to lead the class in Sharing and Reading time and with each experience I've gained a little in confidence. I'm still having to work at being more forceful "vocally."

2. What I've learned about the students:

I have gotten to know several students better. I really appreciate their consummate curiosity and the diversity of their ideas. Hopefully as I get more comfortable with them and they get more comfortable with me I can encourage some of the younger students to risk more in their class work.

3. What I've learned about teaching:

After all the techniques and lesson plans are made, it still comes down to the heart of the teacher which sets the tone of the classroom. It's that tightrope walk between remaining emotionally involved in the lives of these little ones and "being realistic" about what a given teacher can do given their students' backgrounds and the larger social/resource limitations. I know that I have been fortunate in that most of the teachers I've interacted with are still very much in love with their work without losing the edge of their realism.

4. I feel good about:

We had two field trips this week, one Thursday to the Orange County Performing Arts Center to see the Disneyland Marching Band and the second on Friday to Orange Coast College to see the Chinese Acrobats. Even though these trips "shortened" the week, I felt real good about getting a chance to spend more time with some of the students. With a mixed class of second and first graders it's not always easy to get to know the non-problem first graders. On Friday I spent some time on the bus there and back with these little ones. I had a good time.

5. I'm frustrated by:

I'm not really frustrated with anything performance-wise or regarding my own inexperience---I know these things will come with time. I'm more frustrated with the general lack of time to "get things done." We seem to be continually in a brisk sprint to get things done. One thing that I like about the teaching arrangement that I've fallen into is that the teachers spend more time on individual subjects and skills areas by not trying to cover every given subject every day. They split the subjects up into various days.

6. **I'm going to work on:**

Taking complete control of the classroom is still something that I'm working on (I'm pretty good about getting attention by waiting but the verbalizing part still needs some work)..

7. **Questions I have:**

Hopefully as time goes by I will learn or become more familiar with what the "appropriate" skills level/knowledge level are for given ages. Following the district/school curriculum textbooks/guides are no doubt key, but there's much for me to learn about what expectations I should have for my students

STUDENT/TEACHING INTERVIEWS

Excellent insights into behavior

Joe Bustillos **February 22, 1994**
SCHOOL: University Park, Irvine
MASTER TEACHER: Carolyn Farkas

Nikki

Nikki is eight-years-old. She is moving with her family to Spokane, Washington during the first week of March. She's a class leader and very well liked by her fellow students. She considers herself a good reader and likes reading mysteries and about different places. She was in Mrs. Farkas' First Grade class and thinks that that may have helped her in her reading and in liking school. She was born in Florida, and has lived in Spokane before.

Deji Ogunbiyi (pronounced: "Ogunbee")

Deji is seven-years-old. His mother is from Tennessee and his father is from Nigeria. He was also in Mrs. Farkas' First Grade class. He doesn't remember much about where he lived before moving to Southern California except that it was in farmland somewhere. He said that two of his best friends, Joseph and Desmond have moved away. He has one other friend, Detric, who is in Mrs. MacElroy's Second Grade class. He likes the Power Rangers (Fox TV) and especially the Black Power Ranger, Alex. He likes basketball and soccer and was very proud of his new basketball shoes.

Follow

Chia-Ping

Chia-Ping is seven-years-old. Chia-Ping is from Taiwan. He is the youngest in his family and lives in Irvine with his mother and older brother. His father and sister still live in Taiwan but should be reunited with the family in April. Chia-Ping is a cheerful if not more than a little mischievous lad. He is very physical and either gives me a "high-five" at the door or tries to run into me. He has no problem grabbing my hand to get me to help him with his work. As such he seems very bright but not particularly interested in applying himself to his studies. He is much more interested in being shown what to do than to think through a problem. He does tend to complain and whine when told that he has to contribute more to his work than what he usually leaves on his worksheets. His complaining aside, I enjoy working with him.

What work can he be given that he won't complain about – each child is different

SHADOWING/OBSERVATIONS:

I intermittently watched Kevin and Eric for several days. Eric is boisterous and somewhat the class-clown in class. Kevin, on the other hand, is quite, withdrawn and almost sullen at times. During recess, however, the two chase each other and rough-house with wild abandon. Both students are 1st graders and Kevin being larger than Eric is prone to not knowing when he's being too rough. On more than one occasion I had to remind Kevin that shoving Eric in the back (almost to the ground) was not playing fair. Both students are perform a little low for their age group. Kevin tries to get around doing his work by making every assignment into a drawing

(Capitalize on his interest in drawing by having him do special art for the class or with activities

project. Kevin tries to get around his work by clowning around. Based on casual observation one would not suppose that they were such good friends, but they are.

Obviously he needs attention — why? How can you give this attention so he won't have to clown to get it?

CHAPMAN UNIVERSITY
Multiple Subjects Student Teacher Observation

NAME Joe Bustillos GRADE 1/2 DATE 2/22/94

SCHOOL University Park MASTER TEACHER Carolyn Farkas ASSIGN. 1

GENERAL COMPETENCIES:

1) Student Rapport and Classroom Climate
2) Instructional Planning and Organization
3) Teaching Strategies and Artistry
4) Dealing with Behavioral Variability
5) Alternative Assessment/Evaluation
6) Professional/Personal

Your master teacher is very pleased with your positive attitude and interaction with the students. She also feels you are conscientious in preparing materials. Your strategy of getting down to the children's level when you work with them is effective. Your reflections certainly are very helpful in you keeping on top of your own feelings, reactions, frustrations and especially awareness. Refrain from negative remarks, "You haven't been paying attention." Just help as needed. Your manner with the students is encouraging and friendly and you smile often! Also, your expertise on the computer makes very professional papers. Students are very much at ease with you indicated by students coming up to you to ask questions. Re your reflections, what "realistic" expectations do you have for students with varying backgrounds? Also, re our discussion always think of the curriculum first when children act up or don't respond - is it meaningless and boring? When the curriculum is relevant and is tapping on students' knowledge there usually are very few or no discipline problems as students are actively involved. Talking one to one as you are doing now is important. When you do this it appears you are a good listener and give your full attention and respect to the student. Also, during silent reading keep scanning the room to be cognizant of everyone. The pat on the head is a caring gesture as you have just done!

Supervisor's Signature Dr. Lorena Spitzer Student Teacher's Initials BR

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STUDENT/TEACHING WEEKLY JOURNAL

Joe Bustillos **February 27, 1994**
SCHOOL: University Park, Irvine
MASTER TEACHER: Carolyn Farkas
WEEK NUMBER: Three

1. What I've learned about myself:

I'm very much beginning to enjoy myself in this role as teacher. I didn't have doubts that I could "get along" with children, but I've never spent such a concentrated amount of time with such young children. I've really come to enjoy it.

2. What I've learned about the students:

It never ceases to amaze me how much these students "know" and yet don't "know." It can be a confusing combination. In a way they possess all of the possibilities of their forebearers but in their own experiences the whole world is new. I definitely believe that there are no "dumbies" just students unwilling or afraid to push themselves. Engaging their natural curiosity and interests and developing an atmosphere of trust is key to bringing those "slower" students in and encouraging the rest.

Can there be other reasons?

why do they feel like this already in first grade

3. What I've learned about teaching:

The word for the week has been "flexibility." With "Mrs. G" leaving Friday and "Hundreds Day" falling on the same day, it has been hectic. The atmosphere in the classrooms (because I do move between the two classrooms) has been pretty much give and take. It has been basically that we are a team of three teachers (with a handful of various aides and volunteer parent helpers) and my as the "junior teacher."

In some ways the team teaching model is not real efficient when it comes to time management, with one teacher often having to wait for the other teacher to complete task "A." Even with Mrs. G and Mrs. F, being a "well-oiled" machine, there is a lot of "slop." But this is understandable in that with every enterprise in which humans are the major resource, especially in cases where there are two leaders, a certain level of "imprecision" just to keep things from becoming too military or mechanical. This too, is dependent on the personalities of the teachers.

How could time management be better facilitated?

But what the model loses in time management it makes up for in more efficiently using the teacher as a resource. It does this by focusing or allowing the teachers to teach in their strength areas or levels. I've learned a lot.

4. I feel good about:

I feel real good about the level of rapport I seem to have with the kids. It's been great.

5. I'm frustrated by:

I'm frustrated by the fact that I still feel a little clueless about the class schedule---eg., "What are we going to do after this activity?", etc. I'm still very much dependent on Mrs. Farkas for input about what we're doing next. Ugh.

Keep asking!

6. I'm going to work on:

I'm going to work on establishing the balance between the nuturing side of teaching and the demands of classroom management. It's all part of the 2,000 decisions a given teacher must make during a given day. Sometimes I feel pretty good about things and the next minute I realize I'm being used as a human jungle-gym (evidently the students feel comfortable grabbing my attention, sometimes too literally). Balance, here we go again.

7. Questions I have:

Comparing the two environments which I have worked in, the first where the curriculum was developed/written from the State Frameworks (last semester's Gonsalvas/Woodcrest) and one where the curriculum seems to come for the districts textbooks (UP), it almost seems that my teachers are intuitive about what is skills level for their grades. In otherwords, I feel clueless about what I should be expecting from my students. The one thing that I've noticed is that with patient insteresting sequential instruction they seem to approach whatever they are given. I guess I need to develop a High-Low understanding of the curriculum.

Or determine that a curriculum fits needs of children at this age (or any age)

Always look at what we are asking kids to do, what has to be forced (drop this) what is meaningful

CHAPMAN UNIVERSITY
Multiple Subjects Student Teacher Observation

NAME Joe Bustillos GRADE 1/2 DATE 2/25/94

SCHOOL University Park MASTER TEACHER Caralyn Torkas ASSIGN. 1

GENERAL COMPETENCIES:

1) Student Rapport and Classroom Climate
2) Instructional Planning and Organization
3) Teaching Strategies and Artistry
4) Dealing with Behavioral Variability
5) Alternative Assessment/Evaluation
6) Professional/Personal

effective to greet students at the door as you are doing. You can give directions right there telling them to enter without making any noise at all. In your own class you would practice this with them and have something immediately for them to do. You can use such "Set expectations before Michael speaks - "all eyes up here - no one talks - we all listen and student doesn't start until everyone perfectly quiet & listening. Good, you're using and tell your expectations." Waiting until all eyes up here." Effective that you tell student to talk loud, now know to add but not to yell. Another strategy is to challenge students - "How many can (give specific expectations) - be seated on the rug, not talking, eye up here by the time I count three!" Keep focused - don't talk to individuals at this time until all ready. Don't start until everyone focused. When reading let the story flow without comment. (Don't paraphrase or interpret think of it as a movie) One predicting question is fine, possibly near the end. Good voice projection and expression - the more expression the better! It is O.K. if students have heard story because they love to hear the same stories over and over. (Again, don't interpret as you go along.) Excellent choice of book - students are really interested and right now all are actively listening. Have your questions prepared before so you don't use one answer questions. Open-ended that elicit lots of oral language like - "Tell me anything you remember about the story"
"How do you think ——— feel?"
"What would have happened if?"
"Could this be true? Yes or No - Why?" The choral math worked out well. Also, you interact individually very positively with the students.

Supervisor's Signature Dr. Lorena Spitzer Student Teacher's Initials JBB

White - Ed. Dept. Folder Yellow - Student

STUDENT/TEACHING WEEKLY JOURNAL

Joe Bustillos **March 2, 1994**
SCHOOL: University Park, Irvine
MASTER TEACHER: Carolyn Farkas
WEEK NUMBER: Four

Greeting kids at door super - letting each know you are glad to see them.

1. What I've learned about myself:

As few hours as there seems to be left in a given day I'm happy to say that that hasn't changed my disposition about my class. I find that every day is a new day, only remotely related to the one just passed and I try to reflect that when I greet my students at the door in the morning. I know it's been said or written a million times before but I'm beginning to look at each morning as a new opportunity for learning. I didn't realize that I would feel this way in the morning--- especially knowing how much of a night person I tend to be.

2. What I've learned about the students:

I don't know that I've really learned anything new about my students. But that doesn't diminish my amazement that so many little lives from so many different worlds with vary degrees of exposure to the harshness of life can come together in one room and become a class and even become friends. In a way the one thing this group shares is that every one of them comes from another place and many bear the mark of not staying in this place very long. And yet as distressing this transitory nature might seem to us adults the students seem content to laugh and play and even bitterly complain some injustice in their Youthful Eternal Now.

3. What I've learned about teaching:

This week I began teaching P.E. to the two classes. Yeow. What happens when you combine three teachers, two instructional aides, 66 students, 90 tennis balls and a playground already occupied by four to six other classes? That's right: complete chaos. Ugh.

Mrs. Farkas had suggested last Friday that I work on a three day unit for this week working on the students' bouncing, throwing and catching skills. Monday's session began with a reminder of "ball bouncing technique." I wanted to work on bouncing and throwing the tennis ball against the handball walls on Monday. Add some catching on Tuesday and work our way toward a game of "Danish Rounders" by Thursday. Monday's lesson was derailed as soon as we opened the classroom doors and discovered that the handball courts had already been taken. We immediately paired the students off and had then throw to each other. Tuesday I tried to anticipate the playground traffic and pre-paired off the students, and assigned specific students to specific teachers. Unfortunately the crowded playground ground these plans to death in that there wasn't even enough room for the two classes to work in the same vicinity (Mrs. Farkas took her ground around to the other side of the school).

Talk about having to be flexible!

In that this is being written on Wednesday night I don't know how tomorrow's session will turn out. But Mrs. Farkas and I have decided to divide the 66 students into three self-contained groups of 20, each group assigned to one teacher (the excess 6 students will work with an aide on remedial skills). Each group can find their own spot (probably on a grassy area to cut down on

the tennis balls rolling half-way across the world with each missed catch) to work on their skills. Who knows, maybe we'll even get in a game of Danish Rounders.

4. I feel good about:

Like I mentioned in the first entry above, I feel real good about maintaining an positive attitude toward my students. So far so good.

5. I'm frustrated by:

The word for the week is "TIME" of which there never seems to be enough of. I've seen the films and read the books about time management in the classroom and how the "typical" class can save something like 11-hours a week by making better transitions and all but there just doesn't seem to be enough time in the week much less the day to get everything done. Without taking time out for class elections and whatever else might be shortening the day, one thing just seems to flow into another. This is most frustrating.

6. I'm going to work on:

I know that I still have some ways to go on the old planning strategies (still feeling a little deficient on curriculum standards for 1st and 2nd graders). This is one thing that I will definitely be working on in the coming weeks (and days, and hours, and minutes---what was that about small details being the hobgoblins of small minds?).

7. Questions I have:

Not many questions this weeks (beyond figuring out which schedule we're on today and whether recess is over at 10:10 or 10:08).

CHAPMAN UNIVERSITY
Multiple Subjects Student Teacher Observation

NAME Joe Bustello GRADE 1/2 DATE 3/3/94

SCHOOL Univ Park MASTER TEACHER Carolyn Farkas ASSIGN. 1

GENERAL COMPETENCIES:

1) Student Rapport and Classroom Climate
2) Instructional Planning and Organization
3) Teaching Strategies and Artistry
4) Dealing with Behavioral Variability
5) Alternative Assessment/Evaluation
6) Professional/Personal

Students need a couple of minutes perhaps to handle manipulatives as this is natural. Perhaps everyone answering chorally will have all involved. Another way of knowing which side is 10's and 1's is just have them point to it instead of having to raise their hand up. Is it natural to have to keep putting hands in lap? In such a small group you can quickly see who needs what and help individually as you are doing now. It is only natural for them to begin as soon as you say the number. You can see if they're done without the regimentation. Again – they can do their 10's orally together. You are showing much patience even though it is hard! They can do it quicker by not holding it up. If you do it the way you are maybe you can make it more into playing a game. This also would be effective if you had an overhead projector and had them do it with you. Tearing up a paper not a good idea – don't use negative comments and compare one person with another. Your pace is too slow – you could let those that already know go ahead and just help those who need it instead of trying to keep them all together – waiting with hands up in the air is not working – why can't Michael go ahead if he already knows what to do? You can quickly determine if right or wrong + give individual help. By doing this today you are experiencing and need to evaluate how to improve procedure instead of thinking students not behaving. We learn by doing (as the kids do) and then critically evaluating our instruction.

Supervisor's Signature Dr Rosena Spitzer Student Teacher's Initials JB

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STUDENT/TEACHING WEEKLY JOURNAL

Joe Bustillos **March 10, 1994**
SCHOOL: University Park, Irvine
MASTER TEACHER: Carolyn Farkas
WEEK NUMBER: Five

1. What I've learned about myself:

Yes, do know how to raise my voice. But more importantly, I know how to keep a promise (regarding taken away privileges). I quickly inherited Monday afternoon's Science lesson when Mrs. Farkas was called from the room and I found the class either unresponsive or rebellious. After several attempts at getting through the material I told the class that their continual delays are going to keep them from P.E. (which they love). Sure enough, I was required to keep my word, and they stayed in while the other class went to P.E. Normally I wouldn't want to take away something unrelated to the unwanted behavior but the breakdown had gotten that far along that I felt something drastic was needed.

Was there anything that caused this attitude

2. What I've learned about the students:

An Ode to Mondays . . . . maybe there was something else going on in the world over the weekend that I was not aware of (highly likely) but today my little angels were replaced by a group of unresponsive rug-trolls. And then on Tuesday I finally found my "outside voice"---it sounded amazingly like my typical "aerobics voice" but the kids didn't know that

3. What I've learned about teaching:

Boy, there is certainly a lot of work in the planning part of teaching. I haven't left the school before 4 p.m. (except a few times during the first two weeks, during shortened days). But because I am still a novice at this planning thing, I still take a lot of this stuff home to try to hammer out some kind of plan. Loads of fun (even if the planning is a pain).

all teachers realize planning takes so much time

4. I feel good about:

I feel good about keeping at it, even when it's getting late at night and I have no idea which way to go with the lesson I'm planning. And I still manage to have my energy in the morning!

5. I'm frustrated by:

There just doesn't seem to be enough hours in the week (not even considering the shortage of hours in a given day). I know this will get better as I work at it, but for now I'm frustrated about long it takes me to get things done.

6. I'm going to work on:

I'm working on being less intimidated by the prospect of planning lessons and units. That was part of the problem of running out of time was all the time spent staring at blank screens. Here we go!

7. Questions I have: none at the moment.

Joe—
How can
I help you
in these
last 3 weeks—
Have you found

CHAPMAN UNIVERSITY
Multiple Subjects Student Teacher Observation

NAME Joe Bustillo GRADE 1/2 DATE 3/15/94

SCHOOL University Park MASTER TEACHER Carolyn Farkas ASSIGN. 1
Focus - Classroom Management

GENERAL COMPETENCIES:

1) Student Rapport and Classroom Climate
2) Instructional Planning and Organization
3) Teaching Strategies and Artistry
4) Dealing with Behavioral Variability
5) Alternative Assessment/Evaluation
6) Professional/Personal

You can even wait longer until every eye is on you and everyone ready to listen. Keep your eyes on everyone and notice they are getting noisy again. The strategies you are using now can be very effective - don't give next direction (Can you hear me) until everyone quiet. Even by your looks let them know you are in charge. Again, contagion has started - don't be afraid to raise your voice, if necessary. You are setting up expectations - important, before Collin talked - it worked. Get right on with the lesson later. Keep your eyes on and talk to individual students everyone - you didn't notice boys in back - one crawling around. Effective when you said - "I won't call on anyone talking" Now the boys know you see them - good - keep looking around authoritatively when child is speaking. Good - now you are seeing more and stopping first boy who is crawling around. Again now again you're scanning - effective! Letting them know beforehand this will be last speaker, effective! Don't listen to individual children during transitions - tell them you'll see them later. Preface - "Don't move until I tell you to - first ... it" Use a signal immediately - do the lights work for you. Counting can be effective as you are doing - try again telling them everyone quiet when lights go out. When getting their attention - say "All eyes up here" and don't go on until everyone looking at you and quiet. You are responding to important question - "What is prediction" - The lets you know next time to ask if they know - "What is a prediction" - "What is stem & root?" Last counting sounded like you meant it - you were looking all around - this worked -

Supervisor's Signature Dr. Rosina Spitzer Student Teacher's Initials BB

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Keep this up.

P.S. In transitions having everything you need beforehand ready

VIDEO CRITIQUE

Joe Bustillos March 17 1994

The video was shot mostly during the morning math lesson. The one that struck me when watching the video was how much movement there was in the classroom that was otherwise undetected by me. Some students were in continuous motion the whole time. Other than that there wasn't a lot that I was not aware of.

The lesson ran along somewhat smoothly. The students were responsive to the story and my prompting. They seemed eager to engage the follow-up activity. For the most part that seemed to be the case. In some situations where they didn't understand the worksheet several groups were spontaneously formed by some of the adults to help the students through the exercise. It turned into a very adult intensive exercise, but the students seemed to do rather well nonetheless.

CHAPMAN UNIVERSITY
Multiple Subjects Student Teacher Observation

NAME Joe Bustillo GRADE 1/2 DATE 3/21/94

SCHOOL Irvine MASTER TEACHER Carolyn Farkas ASSIGN. 1

GENERAL COMPETENCIES:

1) Student Rapport and Classroom Climate
2) Instructional Planning and Organization
3) Teaching Strategies and Artistry
4) Dealing with Behavioral Variability
5) Alternative Assessment/Evaluation
6) Professional/Personal

Good transition of coming into the room and getting them immediately involved in silent reading. Great improvement in classroom management. The way you handled girl on high expectations. You are getting students immediately involved by tapping in on their prior knowledge. Effective strategy of writing down responses - lots of hands are up and eager to respond and you are respecting and valuing their feedback. Your writing is large so they can easily read it. You are acknowledging that they are to remember - even though you can't call on them - too - good! You are setting expectations before you count - good - it worked! Use the counting whenever necessary. Pace your beginning faster - get into story sooner. Your instructions are specific - excellent that you are reading to them with them following along - Good expression - Effective arrangement of sharing book (just let story flow - don't stop for explanation so they can keep on going with their eyes and just concentrate on the story) again, faster pace - in getting back into the book. (In this case you don't need to hold up your book as they have their own book). You are using your counting & again it works for you. Your open-ended question excellent - "Tell me what story is about." Again, you are tapping on their experiences. Other open-ended questions could be, "How did ___ feel?" Telling them how many more effective stay away from one answer questions (What did he give). Good idea to put words up on overhead - beautiful overhead - super that you are including singing and demonstrating your talents - the students love it and good expectations of no shouting. You immediately modified clapping procedure - good! I'd say your lesson is a smashing success - nice to see the leap you've made in classroom management and you planned a highly motivating lesson - Congratulations

Supervisor's Signature Dr Rosina Zeitzer Student Teacher's Initials BB

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CHAPMAN UNIVERSITY
MULTIPLE SUBJECT STUDENT TEACHING
SUMMATIVE EVALUATION and RECOMMENDATION

Student Teacher Joe Bustillos

District Irvine **School** University Park

Grade 1/2 **Assignment** 1 [x] 2 [ ]

Master Teacher Carolyn Farkas

University Supervisor Dr. Rosina Spitzer

Each student teacher will be evaluated in five broad areas. An unacceptable rating for ANY area indicates the student teacher is failing. For successful performance, the evaluators will place an "X" on a continuum from "acceptable" to "exemplary". The following criteria will be used for evaluation:

Acceptable: Satisfactory performance
Strong: Consistent and effective performance
Exemplary: Outstanding performance

1. Student Rapport and Classroom Climate	[ ] Unacceptable	Acceptable	Strong	X Exemplary
2. Classroom Organization and Management	[ ] Unacceptable	Acceptable	X Strong	Exemplary
3. Instructional Planning	[ ] Unacceptable	Acceptable	X Strong	X Exemplary
4. Instruction	[ ] Unacceptable	Acceptable	X Strong	X Exemplary
5. Professionalism	[ ] Unacceptable	Acceptable	Strong	X Exemplary

Description of Student Teaching Assignment with Comments and Recommendations for inclusion in placement file: (please type)

Joe Bustillos demonstrates sensitivity toward students by his caring and respectful attitude. He has the ability to work with diverse cultural and linguistic backgrounds of learners. He also provides opportunities for all learners to give input, make decisions and self-evaluate. He uses student interests to develop student motivation and enthusiasm.

An outstanding lesson that highly motivated two classes (60) was in language arts wherein he incorporated music by playing the guitar and teaching the students songs they learned quickly through reading prepared on very attractive overhead transparencies. In this 1/2 combination class he paired the "olders" with the "youngers" to sit together in groups of three and had the "olders" read to the "youngers". The students were focused and engaged and enjoyed the participation. Joe has the ability to work with a large group, small groups, cooperative groups and individuals.

I recommend Joe Bustillos for a teaching position as I believe he will share his many strengths.

Evaluator's Signature Dr. Rosina Spitzer 4/1/94
Date

Master Teacher____University Supervisor____

Form Adapted from CSU Long Beach

I have had the opportunity to read and discuss this evaluation with the evaluator. I understand that my signature does not necessarily indicate concurrence with the evaluation.

Joseph Bustillos 3/28/94
Student's Signature Date

CHAPMAN UNIVERSITY
MULTIPLE SUBJECT STUDENT TEACHING
SUMMATIVE EVALUATION and RECOMMENDATION

Student Teacher Joseph Bastillos

District IUSD **School** Univ. Park

Grade 1/2 Multi-age **Assignment** 1 [X] 2 [ ]

Master Teacher Carolyn K. Farkas

University Supervisor Dr. Rosina Spitzer

Each student teacher will be evaluated in five broad areas. An unacceptable rating for ANY area indicates the student teacher is failing. For successful performance, the evaluators will place an "X" on a continuum from "acceptable" to "exemplary". The following criteria will be used for evaluation:

Acceptable: Satisfactory performance
Strong: Consistent and effective performance
Exemplary: Outstanding performance

	Unacceptable	Acceptable	Strong	Exemplary
1. Student Rapport and Classroom Climate	[ ]			X
2. Classroom Organization and Management	[ ]	X		
3. Instructional Planning	[ ]			X
4. Instruction	[ ]		X	
5. Professionalism	[ ]			X

Description of Student Teaching Assignment with Comments and Recommendations for inclusion in placement file: (please type)

Joe Bastillos has a genuine love and concern for the children in his classroom. He listens to them and is very sensitive to their needs.

His instructional planning is excellent. He is open to suggestions yet attempts to be organized in his ideas. His use of the standard lesson plan form which included objectives, materials, motivation and procedures was very thorough.

Joe has improved implementation of plans and has recognized that first and second grade student's prior knowledge is very basic. The need to motivate and facilitate learners at their level has been made clear to Mr. B.

Joe's positive rapport with the children has sometimes been misinterpreted by them as a greenlight for misbehavior. He is aware that better timing and establishing and maintaining order by clarification of expectations with appropriate response is essential.

Mr. B.'s duties included planning and implementing a first grade unit on "Money Matters" and "P.E." He was responsible to provide pre-testing, plans for three levels, and authentic assessment. Mr. Bastillos implemented whole language activities with a first/second grade population. He was active in planning appropriate follow up activities for each grade level.

Joe was enthusiastic while encouraging higher level thinking and creativity. He was comfortable communicating with parent volunteers and fellow professionals.

I have had the opportunity to read and discuss this evaluation with the evaluator. I understand that my signature does not necessarily indicate concurrence with the evaluation.

Evaluator's Signature Carolyn K. Farkas 3/28/94 Date

Student's Signature 3/28/94 Date

Master Teacher ✓ University Supervisor ___

Form Adapted from CSU Long Beach

STUDENT/TEACHING WEEKLY JOURNAL

Joe Bustillos **April 13, 1994**
SCHOOL: Franklin Elementary, Santa Ana
MASTER TEACHER: Gail Minichiello
WEEK NUMBER: One (Nine)

1. **What I've learned about myself:**
   That I'm willing to take the risks necessary to move from one environment to another.

2. **What I've learned about the students:**
   This week? I'm happy to be learning the students' names at this point. Funny which students' names I've been learning first. I've also noticed certain stages of familiarity. There seems to be a stage in which one was getting the "once over"---initial check-out stage. This stage can be over quite quickly, which is thankful because this is one of the more uncomfortable stages. Then there seems to be a stage of "ackward" familiarity inwhich the connections are somewhat one-dimensional. The beginning teacher is connecting the students' names with their faces and the students are deciding how to typify the teacher ("good", "mean", "funny")---it is largely one-dimensional. This is the stage we're still at in Mrs. Minichillo's class.

   I like the way you labelled the stages!

3. **What I've learned about teaching:**
   Nothing that I could think of . . .

4. **I feel good about:**
   I feel good about getting the handle on the students' names. I also feel pretty good about the rapport I seem to have with Mrs. Minichiello. Maybe this is the difference between this being my second placement but we seemed to fit together more naturally or more easily than I felt with my last assignment (then again there was a lot going on at my first assignment when I first got there that could have contributed to the sense of discomfort---or perhaps it has to do with the fact that I discovered that Mrs. Minicheilo is also lefthanded).

5. **I'm frustrated by:**
   I really do hate having to sit by and "observe." Fortunately, this being my second assignment I was given my own math group to work with by the end of the week---yes!

6. **I'm going to work on:**
   Everything! Next week we will be starting an "electives" unit with the other Fourth and Fifth grade classrooms. I have to decide what elective I want to teach (computers, aerobics or some writing project have been floating around my brain---I haven't decided). Developing a long-term unit on the Westward Expansion has also been suggested. This is going to be interesting.

7. **Questions I have:**
   None that I can think of, at the moment.

STUDENT/TEACHING WEEKLY JOURNAL

Joe Bustillos **April 20, 1994**
SCHOOL: Franklin Elementary, Santa Ana
MASTER TEACHER: Gail ~~Minicheillo~~ Minicheillo
WEEK NUMBER: Two (Ten)

1. What I've learned about myself:

I consider myself to be relatively self-motivated but I'm becoming aware that there is always a danger of complacency when things are not made difficult. Having previously had the pressure to come up with my lesson plans by the Wednesday before the week and having to synchronize everything with the teacher in the next room added greatly to the pressure of being a beginning student-teacher at University Park. During my first week at Franklin Mrs. Minicheillo grabbed her lesson-plan book and began to fill it out during down times in the classroom and during her lunches and breaks---no pomp or circumstance. There was a certain level that more could be accomplished because of the overall class design with "less" planning. All of this is to say, that I had to wake myself up this week to getting my work done---beginning with managing my math group. Ka-plump---now that I'm over that speedbump, onward and upward.

Planning always important! (as you realized)

2. What I've learned about the students:

These students are a lot less affectionate than the UP first graders (thankfully) but the occasional smile can communicate so much.

3. What I've learned about teaching:

I've again been amazed at the balance necessary to maintain classroom discipline. The difference between discipline and chaos is the strength of personality of the teacher. Of course, every teacher expresses it in a different way, but it is there nonetheless. Mrs. Minicheillo believes that one of the most important elements of classroom management is consistency. It's a tough row to hoe.

important

4. I feel good about:

I feel good about the trust Mrs. Minicheillo has given me. It's provided a good atmosphere to work in.

5. I'm frustrated by:

I'm frustrated by the lack of time to do everything that the job "requires" (I guess that will be something that I will always have to deal with).

6. I'm going to work on:

Planning, planning, planning----more planning usually equals better "everything" (remember last week?).

– Yes!

7. Questions I have:

none at the time.

CHAPMAN UNIVERSITY
Multiple Subjects Student Teacher Observation

NAME Joe Bustillo GRADE 5 DATE 4/21/94

SCHOOL Franklin MASTER TEACHER Gail Menichiello ASSIGN. 2

GENERAL COMPETENCIES:

1) Student Rapport and Classroom Climate
2) Instructional Planning and Organization
3) Teaching Strategies and Artistry
4) Dealing with Behavioral Variability
5) Alternative Assessment/Evaluation
6) Professional/Personal

Reminder #1 - Need to see your plan! From your journal notes you seem to have transitioned well into a new school, grade, environment. It is evident you have established positive rapport with students. You are aware student didn't "get it" and are ensuring that he "gets it" by having him do it over and guiding him into good! Students like working on board - an idea would be to have students at seat working on it also or doing checking, etc. Make sure you are including whole group (3 girls just sitting) when explaining. If you have "coaches" they aren't functioning. Good idea of working together in teams (need to reinforce how each time) and using students for monitors and erasing board, etc. You are very encouraging and respectful toward students. Get eye contact and full attention before you give directions. Is there anyway you can use terminology in math problem that relates to them - what are pogs - do they know? Now you are seeing that all boys team is actively working together - good! and now I see everyone involved as students not at board are working at seats - now process is effective and you are "scaffolding" by making sure they can proceed to next step. See is working very well now! You interact very well when students need your guidance. You are demonstrating the ability to work with students of diverse ethnic backgrounds with high expectations for them. Your humor and caring personality is conducive to all age groups. Be aware again of all eyes on you when giving directions (boy at board needs to be listening). You're off to a good start

Supervisor's Signature Dr. R. Spitzer Student Teacher's Initials BB

White - Ed. Dept. Folder Yellow - Student

STUDENT/TEACHING WEEKLY JOURNAL

Joe Bustillos **April 28, 1994**
SCHOOL: Franklin Elementary, Santa Ana
MASTER TEACHER: Gail Minichiello
WEEK NUMBER: Three (Eleven)

1. What I've learned about myself:

I've pretty easily adapted to the "new" environment in Santa Ana (of course, it helps to feel welcome in that environment). Like I wrote about last week, however, I have to be diligent against the temptation to take this assignment lying down. I still need to push myself to make my presence matter in the classroom (when it comes to classroom management). Other than that, I'm still having fun

2. What I've learned about the students:

They are more complex than the students I worked with in the prior assignment. That shouldn't be too surprising. But, having had a greater amount of time to work with them in a more one-to-one environment before taking over the whole class, I've had an opportunity to enjoy their greater complexity.

3. What I've learned about teaching:

It doesn't matter what the age group is, they can still rush at you. And if they do, it'll be a one-sided event (the odds are greatly against the teacher in this one-to-thirty-three environment). I still need to maintain my position longer when working with the class in an whole-class situation and not switch to a one-person/small group mode until the majority of the questions are answered.

Good insight

4. I feel good about:

I feel good about the relationships that I have with my students

5. I'm frustrated by:

I'm still frustrated about not having enough time for "everything." Here it is three weeks into this assignment and I'm still getting my computerized grading-book up to speed (Lord knows how quickly this whole assignment is going to go).

(Remember "Less is more")

6. I'm going to work on:

Spending more time writing . . . it helps with my lesson plans and idea development process.

Definitely

7. Questions I have:

None that I can think of at the moment.

CHAPMAN UNIVERSITY
Multiple Subjects Student Teacher Observation

NAME Joe Bustillos GRADE 5 DATE 4/28/94

SCHOOL Franklin MASTER TEACHER Gail Minichiello ASSIGN. ___

GENERAL COMPETENCIES:

1) Student Rapport and Classroom Climate
2) Instructional Planning and Organization
3) Teaching Strategies and Artistry
4) Dealing with Behavioral Variability
5) Alternative Assessment/Evaluation
6) Professional/Personal

That an exciting elective you chose to teach. A great experience for students to have the opportunity of making movies and learn how to operate video camera. Your overhead projector beautifully reinstituted and organized. You are organized and prepared with very professional packets (you could go into the educational publishing business with this type of material - outstanding - shooting idea is so creative!) You're giving clear directions and effective strategy to have groups decide on function of film director. You have very positive rapport with students and it is exciting to see how anxious they are to participate. Very important that you are setting up rules on how important it is to take care of the cameras. This elective is one I think they will all remember and hopefully will be able after this elective to always view the camera - very meaningful and relevant. Good point on everyone important in team. What a clever idea to film the real stuff going on in the other classes - this is such a worthwhile project I hope you will incorporate it into all of your future classes in so many different ways - being on top of technology and the world of today + the future. Excellent motivation + expectation

Supervisor's Signature Dr. Rosina Spitzer Student Teacher's Initials JB

White - Ed. Dept. Folder Yellow - Student

STUDENT/TEACHING WEEKLY JOURNAL

Joe Bustillos **May 6, 1994**
SCHOOL: Franklin Elementary, Santa Ana
MASTER TEACHER: Gail Minichiello
WEEK NUMBER: Four (Twelve)

1. **What I've learned about myself:**
   Not a lot that I can think of at the moment.

2. **What I've learned about the students:**
   It almost feels like we've reached a mid-point in the semester. I'm still having a difficult time with them during our P.E. time. It seems that it's easier for them to ignore me when there is so much to distract them and so many open places for them to wander off to. This is something that I'll definitely have to work on. Good

3. **What I've learned about teaching:**
   This week has been "testing week." Between preparing for and taking the President's Physical Fitness test and the multi-headed CLAS test very little "teaching" got done this week. I was exhausted by Friday. I can't imagine how tough it would have been to give these tests if I was left alone to get everything done (with myself and her aide, Gail was still continually busy setting up, studying and figuring out the testing---it better be worth it). Kids! too!

4. **I feel good about:**
   We survived. All of us, students and teachers---it was a tough one.

5. **I'm frustrated by:**
   I'm frustrated about complaining about not having time. I can only hope that it'll be at least a little less "time intensive" in the future.

6. **I'm going to work on:**
   I still need to make better use of my computer skills as far as record keeping (in some ways it may be the difference between maintaining my "creative edge" and falling victim to the worksheet syndrome). Yes, the careful less marking the better How about either completed or not

7. **Questions I have:**
   I hope we don't have too many more weeks like this past one.

STUDENT/TEACHING WEEKLY JOURNAL

Joe Bustillos **May 13, 1994**
SCHOOL: Franklin Elementary, Santa Ana
MASTER TEACHER: Gail Minichiello
WEEK NUMBER: Five (Thirteen)

1. What I've learned about myself:

There just aren't enough hours in the day, no matter how I cut it. A couple of nights this week I decided to I let myself relax and not burn the midnight oil (literally) and consequently I'm sweating it out getting my lesson plans completed. Ah, the gap between the cruelty of the clock and the "job requirements."

2. What I've learned about the students:

We've pretty much acclimated ourselves to each other. Unfortunately (or fortunately) the roles will have to change. This week I had a chance on Wednesday to talk to them about my role as their teacher versus my prior role as their "friend." I used the analogy of the requirements of a coach or military captain or just someone who has been there before. We seemed to understand each other but I know the point will need to be repeated over the next two weeks.

3. What I've learned about teaching:

Not that I had any doubts about it, but some the activities over this and last week reminded me that teaching is not a one-person lone-ranger kind of thing. And I really appreciate the reception we've received from the Franklin personnel---it does wonders for one's self-esteem.

4. I feel good about:

I feel good about the course this assignment has gone. In some ways it seemed that my job assignments were slower in transpiring but it has been a much smoother transition (at least so far).

5. I'm frustrated by:

I'm still frustrated about not having enough time for "everything." Here it is five weeks into this assignment and I'm still getting _____ (fill in the blank). I did finally get my computerized grading-book "up to speed" - but now we've changed units. So I'm not sure how I'll move it to the new unit.

6. I'm going to work on:

Spending more time writing . . . it helps with my lesson plans and idea development process.

Always

7. Questions I have:

How do other teachers get their stuff done on time (then again, my aerobics students who are teachers do tend to disappear at various times during a given term --- I assume to get their school-work completed)?

Organize so you don't give yourself "busy work" (grading)

Kids can help their own completion of "grading" — Predominant time should be spent on planning not bookkeeping

CHAPMAN UNIVERSITY
Multiple Subjects Student Teacher Observation

NAME Joe Bustillo GRADE 5 DATE 5/13/94

SCHOOL Franklin MASTER TEACHER Gail Menichello ASSIGN. 2

GENERAL COMPETENCIES:

1) Student Rapport and Classroom Climate
2) Instructional Planning and Organization
3) Teaching Strategies and Artistry
4) Dealing with Behavioral Variability
5) Alternative Assessment/Evaluation
6) Professional/Personal

You are prepared and organized. Jeopardy a highly motivating "game" where much review and learning can take place. You are asking good questions to tap in on what they know, not assuming anything (good!) You are waiting for attention - good. Students are highly motivated with lots of hands going up - this is much more informative and exciting than a formal "test". Be sure you have all correct answers down. You have positive rapport with the students and are respectful to them and they demonstrate eagerness to work with you. Remember to be consistent on the rules and recognize tables, if possible, that don't have points yet, so they will have a chance (such as table 3 now). The questions are well prepared and evidently based on instruction they have had. When you are alone in your own classroom a student could do the points for you (with your help.) I agree with your stand on table 3 - for their benefit - good decision. Your own enthusiasm and enjoyment comes across and you're handling controversy very well. Try to ascertain before what you will accept or not to avoid confusion. Your written insights very valuable and you have made strides by managing whole class first, then individuals later and in having things run smoother when you have done detailed writing, planning, careful thinking beforehand. It is a pleasure to see a great leap in your growth this last experience.

Supervisor's Signature Dr. Lorena Spritzer Student Teacher's Initials JB

White - Ed. Dept. Folder Yellow - Student

Congratulations on excellent preparation of questions

CHAPMAN UNIVERSITY
Multiple Subjects Student Teacher Observation

NAME Joe Bustillo GRADE 5 DATE 5/19/94

SCHOOL Franklin MASTER TEACHER Gail Minnahiell ASSIGN. 2

GENERAL COMPETENCIES:

1) **Student Rapport and Classroom Climate**
2) **Instructional Planning and Organization**
3) **Teaching Strategies and Artistry**
4) **Dealing with Behavioral Variability**
5) **Alternative Assessment/Evaluation**
6) **Professional/Personal**

You are waiting and explaining - pulling a card worked for a few seconds - good - you're refusing to go on - before contagion sets in, stop when first person out of hand which you are doing now. Before you start, tell them what is not acceptable - again, no one reports until everyone is listening. You need to again refuse to go on as long as you are being interrupted - which you are doing now - good - maybe starting counting off minutes you will take off of lunch (they can always earn them back) Right now you need to be very authoritarian like you mean it. What you are doing now is perfect - you are talking slowly and stopping when even one person interrupting - be consistent with this - even when a student talking to the whole class. It is O.K. to use "I" statements in telling them how you feel about their behavior. Don't be afraid to abandon your plan if students are uncooperative which you did just now - good! They still aren't ready although you've started again and I realize because I've here you are pressed to get through lesson, but in your own class don't accept this. Excellent that you are now presenting the problem to them, but don't let them discuss until everyone listening. If possible, be very stern with the first person before contagion starts. Demand that no one talks while writing. Don't talk to anyone individually. Writing a note good idea, but demand silence while giving directions and while they are writing. Start taking time away from recess or lunch as you need something drastic now. Remember, students must respect what you are saying. Don't talk one to one when every one out of control. Good learning lesson to get very - very firm + not allow this.

Supervisor's Signature Dr Rosina Spitzer Student Teacher's Initials BB

White - Ed. Dept. Folder Yellow - Student

CHAPMAN UNIVERSITY

MULTIPLE SUBJECT STUDENT TEACHING

Assignment Mid-point Evaluation

Student Teacher Joe Bustillos

District Santa Ana USD School Franklin

Grade 5 Assignment 1 ☐ 2 ☒

Master Teacher Gail Minichiello

University Supervisor Dr. Cosina Spitzer

Each student teacher will be evaluated in five broad areas. An unacceptable rating for ANY area indicates the student teacher is failing. For successful performance, the evaluators will place an "X" on a continuum from "acceptable" to "exemplary". The following criteria will be used for evaluation:

Acceptable: Satisfactory performance
Strong: Consistent and effective performance
Exemplary: Outstanding performance

---

1. Student Rapport and Classroom Climate

Indicators

- Establishes a positive rapport with students through a variety of ways (verbal & nonverbal)
- Demonstrates sensitivity to the diverse cultural and linguistic backgrounds of learners
- Communicates high expectations for ALL learners, regardless of disability, gender, culture, language or socioeconomic status
- Provides opportunities for all learners to give input, make decisions and self-evaluate.
- Uses student interests to develop student motivation & enthusiasm
- Communicates & interacts respectfully with all students and reinforces respectful interactions among students.

☐ Unacceptable — Acceptable — Strong — X Exemplary

Comments: Joe has developed an excellent rapport with the students. He encourages students to reach beyond what they already know. He uses a variety of the students' interests to motivate them.

---

2. Classroom Organization & Management

Indicators

- Is open to student input on class rules, conduct and expectations
- Establishes and maintains order by clarification of expectations & appropriate and equitable response to student conduct
- Begins lessons promptly
- Demonstrates awareness of all activities occurring in the class
- Assists students in remaining focused, & actively engaged in meaningful activities
- Keeps lessons moving at an appropriate pace with high rates of student success
- Uses routines for recurring events
- Accomplishes transitions quickly and efficiently
- Facilitates learners' development of self-discipline and responsibility
- Uses a range of positive classroom management techniques

☐ Unacceptable — Acceptable — X Strong — Exemplary

Comments: Joe's classroom management is still being developed. He is become more aware of the necessity to clarify expectations. He does recognize positive behavior of students, and is working on being aware of all activities occuring around him.

---

3. Instructional Planning **Indicators**

- Demonstrates knowledge of subject matter
- Plans and sequences lessons to achieve selected objectives for all students
- Plans a unit of instruction with clearly stated student expectations
- Assesses and accommodates individual differences, abilities, and learning styles
- Utilizes instructional materials that are free of bias, show respect for diversity, and foster learning among diverse students.
- Attempts to select and design evaluation measures that are clear, fair, unbiased and age appropriate
- Evaluates objectives using authentic methods

☐ Unacceptable — Acceptable — X Strong — Exemplary

Comments: Joe has sequenced his math lessons to provide continuous challenge for the students in his group(s). We discuss the objectives we want to achieve and he has suggested a variety of ways to present materials which he has planned and presented

4. *Instruction* Indicators

- Demonstrates ability to teach students with diverse needs, interests, and learning styles
- Prepares learners for the lessons by building on student's prior knowledge
- Presents material clearly and logically
- Groups students appropriately and with flexibility
- Uses a variety of instructional arrangements including cooperative learning, small and whole group instruction and individual assignments
- Encourages higher level thinking and creativity
- Provides models, illustrations, examples
- Emphasizes key points during lessons
- Supports individual and group discovery
- Checks and clarifies student understanding
- Adjusts learning activities based on student outcomes
- Modulates voice effectively
- Demonstrates enthusiasm
- Uses standard language skills in oral and written communication
- Uses humor and drama when appropriate
- Integrates learning among content areas
- Utilizes different models of teaching
- Demonstrates an understanding of students constructing meaning

☐ Unacceptable — Acceptable — X Strong — Exemplary

Comments: Joe's lessons in his math groups have built on students' prior knowledge, progressing to higher level thinking skills. He uses examples analogies and models when appropriate. He checks student understanding of materials. Joe is working on using "sheltered English" to promote student understanding of materials and lessons.

5. *Professionalism* *Indicators:*

- Demonstrates emotional stability
- Fulfills professional obligations conscientiously
- Communicates effectively and establishes good rapport with parents and professionals
- Is thoughtful and reflective concerning teaching and learning; seeks collegial support and accepts suggestions
- Dresses and conducts self in a professional manner
- Exhibits professional integrity and sustains and supports open discussions of ideas

☐ Unacceptable — Acceptable — X Strong — Exemplary

Comments: Joe communicates very well with the staff he is mature in handling himself and is open to new ideas. He recognizes areas that might need improvement and accepts suggestions well

Additional Comments and Recommendations: Joe has used a variety of ways to present material. He has organized the elective group doing film making, getting the students working with much enthusiasm in a short period of time.

His presence has encouraged one student to apply herself more and take some responsibility for her work.

I would recommend continuing development of "sheltered English" and being aware of whats going on in the whole class while working with an individual or small group.

Form adapted from CSU Long Beach

Please note: The Formative Evaluation is to be completed at mid- point of each student teaching assignment. It is expected that a three-way conference will be held between the student teacher, master teacher and the university supervisor in order to discuss the evaluation.

Gail Minichiello 5/11/94

Evaluator's Signature Date

I have had the opportunity to read and discuss this evaluation with the evaluator. I understand that my signature does not necessarily indicate concurrence with the evaluation.

[signature] 5/12/94

Student's Signature Date

CHAPMAN UNIVERSITY
MULTIPLE SUBJECT STUDENT TEACHING
SUMMATIVE EVALUATION and RECOMMENDATION

Student Teacher Joe Bustillos

District Santa Ana **School** Franklin

Grade 5 **Assignment** 1 ☐ 2 ☒

Master Teacher Gail Minichiello

University Supervisor Dr. Rosina Spitzer

Each student teacher will be evaluated in five broad areas. An unacceptable rating for ANY area indicates the student teacher is failing. For successful performance, the evaluators will place an "X" on a continuum from "acceptable" to "exemplary". The following criteria will be used for evaluation:

Acceptable: Satisfactory performance
Strong: Consistent and effective performance
Exemplary: Outstanding performance

1. Student Rapport and Classroom Climate	☐ Unacceptable	Acceptable	Strong	Exemplary X
2. Classroom Organization and Management	☐ Unacceptable	Acceptable	Strong X	Exemplary
3. Instructional Planning	☐ Unacceptable	Acceptable	Strong X	Exemplary
4. Instruction	☐ Unacceptable	Acceptable	Strong X	Exemplary
5. Professionalism	☐ Unacceptable	Acceptable	Strong	Exemplary X

Description of Student Teaching Assignment with Comments and Recommendations for inclusion in placement file: (please type)

Joe has demonstrated very positive rapport with students. He encourages them to reach beyond what they already know by having high expectations. He capitalizes on students' interest for high motivation. In planning lessons, Joe builds on students' prior knowledge and uses examples, analogies and models to enhance understanding. He has experienced using Sheltered English also. Joe developed a successful program to improve students' proficiency in math operations involving word problems. Joe created a superb unit whereby students learned the process of making a documentary using video technology. The students actually worked in "news" teams, taking their cameras around the school to capture activities and were creative in finding their own authentic voice. He also developed an outstanding whole language unit on the U.S. westward movement using video and computer centers.
I highly recommend Joe Bustillo for a teaching position.

Evaluator's Signature Dr. Rosina Spitzer 5/26/94
Date

Master Teacher ____ University Supervisor ✓

Form Adapted from CSU Long Beach

I have had the opportunity to read and discuss this evaluation with the evaluator. I understand that my signature does not necessarily indicate concurrence with the evaluation.

Student's Signature Date

CHAPMAN UNIVERSITY
MULTIPLE SUBJECT STUDENT TEACHING
SUMMATIVE EVALUATION and RECOMMENDATION

Student Teacher Joe Pustillos

District Santa Ana **School** Franklin

Grade 5 **Assignment** 1 ☐ 2 ☒

Master Teacher Gail Minichiello

University Supervisor Dr. Rosina Spitzer

Each student teacher will be evaluated in five broad areas. An unacceptable rating for ANY area indicates the student teacher is failing. For successful performance, the evaluators will place an "X" on a continuum from "acceptable" to "exemplary". The following criteria will be used for evaluation:

Acceptable: Satisfactory performance
Strong: Consistent and effective performance
Exemplary: Outstanding performance

1. Student Rapport and Classroom Climate	☐ Unacceptable	Acceptable — Strong — Exemplary: X
2. Classroom Organization and Management	☐ Unacceptable	Acceptable — Strong: X — Exemplary
3. Instructional Planning	☐ Unacceptable	Acceptable — Strong — Exemplary: X
4. Instruction	☐ Unacceptable	Acceptable — Strong: X — Exemplary
5. Professionalism	☐ Unacceptable	Acceptable — Strong — Exemplary: X

Description of Student Teaching Assignment with Comments and Recommendations for inclusion in placement file: (please type)

Joe took on the responsibility of a math group from the beginning and took the students through a challenging array of problem solving strategies. He presented science lessons to the whole class, as they worked in copperative groups. Joe suggested a variety of ways to present materials and he used his computer skills to design stationery for a letter written by the students, and to generate interesting math problems. He also used his computer to set up a grading system for the students. Joe assisted students needing extra help and gave encouragement and suggestions to students who were seeking help.

Joe planned and taught a unit based on the Westward Movement. He provided literature, biographies, readings, and a video to present a variety of views on the subject. Joe is also using interactive journals with the students in order to relate the Westward movement to the movement of the students' families who came from other areas. He designed a Jeopardy type game as one way of assessing understanding and the students were very enthusiastic about this type of assessment. Joe has also organized a small group project as students worked on film-making. The students recorded and took notes to document the elective program of the fourth and fifth grades. He instilled enthusiasm in this diverse group, in a short period of time.

Joe's classroom management techniques are still being developed. He recognizes positive behavior of students, and trying various ways to establish and maintain order with which he is comfortable.

RECOMMENDATIONS:

Joe needs to continue to develop sheltered English skills if he works with a LEP population. He needs to continue to develop a class management system that he is comfortable with and creates the best learning environment for his students. Having a global view of the class while working with an individual or small group will help Joe be more aware of the activities in the class.

I have had the opportunity to read and discuss this evaluation with the evaluator. I understand that my signature does not necessarily indicate concurrence with the evaluation.

Evaluator's Signature Gail Minichiello 5/25/94 **Date**

Student's Signature [signature] 5/25/94 **Date**

Master Teacher X **University Supervisor** ____

Form Adapted from CSU Long Beach

Below, each of the five broad areas of evaluation is listed along with corresponding indicators. During the evaluation process, the Master Teacher and University Supervisor use the indicators to assist them in determining the performance of the student teacher in each area.

1. *Student Rapport and Classroom Climate* Indicators

- Establishes a positive rapport with students through a variety of ways (verbal & nonverbal)
- Demonstrates sensitivity to the diverse cultural and linguistic backgrounds of learners
- Communicates high expectations for ALL learners, regardless of disability, gender, culture, language or socioeconomic status
- Provides opportunities for all learners to give input, make decisions and self-evaluate.
- Uses student interests to develop student motivation & enthusiasm
- Communicates & interacts respectfully with all students and reinforces respectful interactions among students.

2. *Classroom Organization & Management* Indicators

- Is open to student input on class rules, conduct and expectations
- Establishes and maintains order by clarification of expectations & appropriate and equitable response to student conduct
- Begins lessons promptly
- Demonstrates awareness of all activities occurring in the class
- Assists students in remaining focused, & actively engaged in meaningful activities
- Keeps lessons moving at an appropriate pace with high rates of student success
- Uses routines for recurring events
- Accomplishes transitions quickly and efficiently
- Facilitates learners' development of self-discipline and responsibility
- Uses a range of positive classroom management techniques

3. *Instructional Planning* Indicators

- Demonstrates knowledge of subject matter
- Plans and sequences lessons to achieve selected objectives for all students
- Plans a unit of instruction with clear student expectations
- Assesses and accommodates individual differences, abilities, and learning styles
- Utilizes instructional materials that are free of bias, show respect for diversity, and foster learning among diverse students.
- Attempts to select and design evaluation measures that are clear, fair, unbiased and age appropriate
- Evaluates student learning/objectives using authentic methods

4. *Instruction* Indicators

- Demonstrates ability to teach students with diverse needs, interests, learning styles
- Prepares learners for the lessons by building on student's prior knowledge
- Presents material clearly and logically
- Groups students appropriately and with flexibility

4. *Instruction* Indicators cont.

- Uses a variety of instructional arrangements including cooperative learning, small and whole group instruction and individual assignments
- Encourages higher level thinking and creativity
- Provides models, illustrations, examples
- Emphasizes key points during lessons
- Supports individual and group discovery
- Checks and clarifies student understanding
- Adjusts learning activities based on student outcomes
- Modulates voice effectively
- Demonstrates enthusiasm
- Uses standard language skills in oral and written communication
- Uses humor and drama when appropriate
- Integrates learning among content areas
- Utilizes different models of teaching
- Demonstrates an understanding of students constructing meaning

5. *Professionalism* Indicators

- Demonstrates emotional stability
- Fulfills professional obligations conscientiously
- Communicates effectively and establishes good rapport with parents and professionals
- Is thoughtful and reflective concerning teaching and learning; seeks collegial support and accepts suggestions for improvement
- Dresses and conducts self in a professional manner
- Exhibits professional integrity and sustains and supports open discussion of ideas